

High School Students' Attitude toward the Implementation of English Curriculum in Indonesia

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Abstract: The enactment of the latest English curriculum in Indonesia, namely K2013 has been implemented over six years. Thus, determining student' attitude is needed to mind map their involvement in learning English. This study aimed at investigating high school students' attitude toward the implementation of the 2013 English curriculum. The research used qualitative research, specifically survey design with a total number of the sample was 30 second grade of secondary students in one school in Palembang, South Sumatera as the participant. The open-ended questionnaire was used for collecting the data which consist of twelve questions about students' cognitive skills in learning English, preparation, and also behavior elements. All those were analyzed by using narrative analysis. The result depicted high school students demonstrating a positive attitude in cognitive skills ; they prepared, showed readiness in learning and responding to teachers, yet interactive activities were requested by them and also delivered material clearly. This research is expected to empower teachers in cultivating interactive activities as well as strengthening the learning objectives.

Keywords: English Education, Student' Attitude, Curriculum Implementation

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Introduction

Admittedly, the enactment of the 2013 English curriculum has been implemented over six years. There are several adjustments in this curriculum which have restored the essence of English language learning such as the use of Communicative Language Teaching (CLT) approach to improve students' communication skills, more student-centered rather than teacher-centered. The learning objectives is also the elaboration of three domains that refer to the taxonomy of educational objectives which include attitude, knowledge, and skills. These paradigms are expected to prepare youths in facing future world challenges toward the quality of education in the 21st century. Thus, Students should be able to learn through activities; observation, inquiring, exploration, association, and communication (Nur & Madkur, 2014). Consequently, this curriculum is expected to encourage students to be more active, more critical in learning, be independent, and creative while using English. The

teacher only serves as a model of language user and language learner. Several studies found that the teacher faced several problems in the implementation of the English curriculum. Teachers in the Sulawesi Region did not fully implement the 2013 curriculum due to time constraints, challenged by the learning objectives that covered students' attitude, knowledge, and skills (Darmawan et al, 2018). Students were not accustomed to follow activities which included asking, analyzing, conveying reason, and creating ideas due to inability of students in adapting their habit from memorizing basic facts into more contextual and complex ways, therefore teachers felt difficult to develop teaching strategies to enhance higher-order thinking skills. Consequently, those problems made teachers unable to handle several mandatory regulations. Similarly, most of the students in Tegal lacked the ability in English, they were passive in the learning process, so they were not active in the learning process (Ekawati, 2018). Those cases revealed that students did not show a positive attitude in learning due to difficulties to engage with the learning process. Thus, it can be said that students were unable to think critically. Therefore, the teachers did not implement the steps of *K2013* curriculum models (i.e. inquiry-based learning, project-based learning, discovery learning, problem-based learning and task-based learning), or even scientific approach effectively. In this case, determining students' attitude is needed in order to understand how they respond or view the English lesson. Students' attitude is essential to consider whether the teaching learning process can be successful, or whether the methodologies and learning materials applied by the teacher are already suitable or not (Al-Ghasab, 2022; Alhassan & Osei, 2022; Demirbilek, Talan, & Alzouebi, 2022; Hu, 2021; Othman et al, 2015; Unsal Sakiroglu, 2020; Zulfikar, Dahliana, and Sari, 2019). In addition, Abu-Snoubar (2017) highlighted that language learning cannot significantly be implemented without students' attitude because they can be either motivated or demotivated when it shows positive or negative respectively. It can be a reflection whether the way, method or material that is used by teachers are proper with students' wants. However, most previous researchers focused on investigating teachers' perception, while the research about student' attitude is still inadequate whereas students have an active role in learning and determining whether they can achieve the learning objectives that has been set. Therefore, this present study aimed at investigating high school students' attitude toward the implementation of English learning process done by teachers at one of public senior high school in Palembang where they have implemented the 2013 ELT curriculum with a research question:

1. What is high school students' attitude toward the implementation of the 2013 English Curriculum?

Model of 2013 Curriculum

Attitude reflects an expression 'point of view' and feeling that everyone has toward something. Generally, attitude refers to a hypothetical psychological construct that defines behaviors as well as explains people direction and persistence (Al-Mamun, Rahman, Rahman and Hossaim; 2012). The paradigms and adjustment of 2013 curriculum represent that students have an essential role in the teaching and learning process as they are required to be more active (Permendikbud, No. 65, 2013) in exploring knowledge. They are encouraged to think critically in identifying, understanding, solving the problem and implementing the knowledge in students' life, (Hakim, 2017), learn by themselves independently, and be creative. Students may also give opinions related to

the methodology or learning materials that are given by the teacher, whether those are suitable with their needs, wants, and condition. Consequently, by identifying students' attitude, belief, or opinion in teaching and learning process, empower teachers to track students' progress in learning, as well as to maintain their views about the activities.

In addition, Maharani and Sri (2017) highlighted that attitude covers three major components namely, cognitive, behavior, and affective aspects. These concepts are based on the paradigm of curriculum 2013. First, cognitive refers to students' reliance toward the object, here English lesson. This aspect involves knowledge and students' understanding in the language learning process they have gained. It covers four steps on how students'; connecting previous and new knowledge, discovering new knowledge, examining and applying new knowledge in many situations. Consequently, it investigates students' knowledge toward learning English. This aspect can be seen through five levels of activities namely, understanding, applying, applying, analyzing, evaluating, and creating. Second, behavior or emotional refers to a tendency to behave or act in certain ways based on the object's attitude. In learning English, students should be able to identify their ability, reflect how they behave during the learning process and adapt with behavior of the target language in the community in order to reach the learning objectives. It can be seen through activities of observing, questioning, exploring, reasoning, presenting, and creating. These behavior aspects are expected to be more meaningful skills if students do it regularly.

Last, emotional or affective aspects. It refers to personal sensibility or an emotion that an individual has toward an object they have learned. It covers student' attitude in receiving, responding, appreciating, practicing, and characterizing knowledge given by the teachers. Attitude reveals the students involved with the learning process, whether they like or dislike the methodology, procedures, or materials given by teachers. This condition can motivate and empower students in receiving learning, and solving problems related to the material so they can obtain the information and language skills taught by teachers. Thus, students' need to have a positive attitude to help teachers in organizing numerous teaching and learning activities, approaches, or methodologies that are suitable for students' conditions in learning English. It also encourages students to engage with the process, try to cope with the learning objectives deeply, and empowers them to achieve it effectively. Meanwhile, students with a negative attitude toward the teacher tend to ignore the material taught, are not accustomed with the learning rules and objectives, and at last they will find a lot of obstacles in understanding the learning material (Maharani, & Sri, 2017).

In addition to this, assessment is essentially needed. The assessment of students' attitude can be done by using several techniques such as observation, direct questions, and self-report. Direct questions are highly recommended to gather more information about each of the students. Teachers can directly ask students directly about their attitude in learning, for instance 'what is your opinion about the enactment of English policy? These open-ended questions can direct students to give a long response based on their experience in learning English. The technique can significantly uncover students' attitude toward the English lesson and help teachers in mapping their attitude and fostering the needs and conditions in learning English.

Method

Research Design

This study employed qualitative research with a survey design. This study aimed at investigating high school students' attitude toward the implementation of the 2013 English curriculum done by teachers at school. Creswell (2012) states that survey design is a research procedure which is used to describe the attitude, opinions, behaviors, or characteristics of a sample or entire population toward a certain issue. Moreover, the participants were 30 high school students in the second grade at one of the public schools in Palembang. The researcher took 30 students or 15% of the total population of 180 students. According to Arikunto (2010), researchers can take either 10%- 15% or 20%-25% of the population as the samples. The 30 samples have been selected by using simple random sampling. Cohen et al (2007) state that each member of the population has an equal chance of being chosen in simple random sampling technique. The reason for using simple random sampling is; the students' availability because they were in the process of the final examination in school, so not all of them want to get involved in this research.

Instruments

The writer used an open-ended questionnaire in collecting the data. The 12 questions are divided into three categories such as 4 questions investigating students' attitude in terms of knowledge (cognitive), 4 questions about students' behavior in learning English, and 4 questions about students' emotion in learning English. The instrument had validated and checked by two English teachers who had received English curriculum 2013 training, experienced in teaching for more than eight years. Thus, all of questions are appropriate in terms of content and language to measure students' attitude toward the implementation of the 2013 English Curriculum. The questionnaire is presented in two languages, Bahasa Indonesia and English language.

Procedures

The questionnaire was administered to 30 second grade high school students in google form and it will be administered through online. The researcher individually went to the school participants and met the English teachers. Moreover, the teacher helped to disseminate links of online questionnaires to the second grade of senior high school students. The duration of answering the question is approximately 15 minutes, and students may respond based on their own experience in learning English. Moreover, the result of the questionnaire was analyzed by using narrative analysis to ensure that the data reflect a full picture of students' attitude.

Result

The result of the research revealed some important information on students' attitudes. The attitudes were

divided into three main categories, cognitive aspects, behavior aspects and affective aspects of English learning.

Students' Attitude in Cognitive Aspects

First question:

What do you do in order to understand English lessons taught by your teacher?

It reported that all 30 students claimed that they always pay attention to the teacher's explanation while teaching. 10 out of 20 students were usually taking notes, summarizing the material given, and doing self-study and re-reading at home to deeply understand the English lesson taught by their teacher. Another two students stated that they did an analysis if they did understand the material by comparing it to other learning sources either from books or google.

Second question:

What do you do to evaluate, to what extent your ability in English?

This question explores how students' cognitive domain in evaluating their English ability. The students' response varied in these items. The result showed that 10 students practiced their English ability by comprehending and doing exercises, while 7 students did an evaluation by watching foreign movies with English subtitles and 2 of them were also playing games in English context to measure how well they understand English, one preferred reading English comics and followed singing contests respectively. Another student chose to practice their English by having conversations with friends. While the rest of the participants answered that they were only learning, understanding, and remembering.

Question 3:

If there is an English text followed by several questions related to the text. What steps

Do you take to answer those questions?

It reported that 12 students read the text several times to understand the context of the information mentioned in the English text, and afterward they read and tried to comprehend the questions. Interestingly, two students also translated the text first to understand the whole text. Afterwards they went to the questions and back to read the text carefully in order to find out the answer. Meanwhile, 9 students did the opposite, they were reading the question firstly, trying to understand the question pattern. Two of them were translating the questions first. Surprisingly the rest of the whole participants just directly answered the question given.

Questions 4:

How do you learn English?

The students' response was significantly varied. 6 students learnt and acquired English through playing games, and watching videos, movies, or dramas. 4 students asked and followed additional English course outside school in order to help them respectively, 4 students focused on building vocabulary by comprehending books, applying the vocabulary into pronunciation words, one students asked someone to help them in learning

English, and the rest of the participants were practiced the lesson school by using English application and some answered remembering and trying to understand English lesson.

Students' Behavior in Learning English

Question 5

(What is your preparation before learning English in class?)

The finding showed that the majority of students (13 students) prepared dictionaries, and English books to show their readiness. Other 9 students prepared by reading the learning material first, trying to understand the material that will be given on that day, and highlighting difficult material. Meanwhile the rest of the participants answered nothing in preparation.

Question 6

What do you do to train your English skill?

The finding reported that almost all participants practice their English particularly in speaking skill by singing English songs, having conversation with friends either in school or in an English course (20 students). Three of them explored their skill by writing stories in English. Moreover, 3 students preferred listening to English recording and also music to improve their pronunciation, and the rest just learnt the material given, memorized it and watched videos.

Question 7

In discussion activity, what do you do if the teacher asks you to speak in English?

Interestingly, the result reported that the majority of students were confident to speak without thinking over or refusing the chances. 6 students took the opportunity and tried to speak although they were nervous due to lack of vocabulary, inability to pronounce words correctly, or even made grammatical errors. Another two students looked for appropriate vocabulary firstly in both book and google before starting speaking. Surprisingly, 3 students refused to do that due to inability to speak in English

Question 8

Do you often create work in English? How do you create it?

This question revealed that the majority of students have not created an English work during the learning process in second grade of senior high school. Only 7 students regularly have made creations, simple English songs, short stories, English quotes or some dialogues regularly. Meanwhile, another 4 students did it but irregularly.

Students' Emotional Aspects

Question 9

What do you do when your teacher delivers an English lesson?

The response of this question revealed that 28 out of 20 participants paid attention to their teachers, they liked to respond to the teachers while teaching and learning in order to enhance their understanding about English. Meanwhile, the two students just focused and tried to concentrate on learning English.

Question 10

What do you do to play an active role while learning English in class?

Some students answered that they actively engaged in learning English by asking questions regularly related to the material, and or responding to the questions given (6 students), while another 6 students responded to it once if the teacher asked them directly. Surprisingly, one student tried to help their friends in learning vocabulary and tenses to show their active role in class. Moreover, 9 students just tried to listen, pay attention, understand the meaning of what the teacher has delivered and follow the learning flows. Surprisingly, two students gave responses 'confused' and 'I don't know' respectively, and another two also represented that they were quite passive in class.

Question 11

From 4 skills in English "speaking, listening, reading, writing" which one do you like the most?

Surprisingly, the majority of students preferred listening skills, they enjoyed listening to music and also people's conversations. Moreover, 9 students choose speaking skills because they like to interact with others. Other 8 students chose reading skills. However, only one student choose writing because it helps and trains, and other 1 students choose all those skills.

Question 12

What kind of English learning activities do you expect existed in class?

In terms of learning activities, 5 students agreed to have more speaking activities; dialog, conversation with friends during the learning hours in order to communicate with native speakers. 3 students answered more reading practice to enhance their pronunciation. Interestingly, the other 5 students agreed to have more practice in both reading and speaking. 4 students expected the teacher to deliver the material more clearly so students can significantly comprehend the thorough information. Other 3 students answered more enjoyable activities, English quizzes and games. Meanwhile, the rest of them answered presentation activities, watching English videos, and writing respectively'.

Discussion

First, all the responses above covered students' knowledge in learning English. It illustrated that the majority of high school students showed a positive attitude while learning English. They were involved with the learning activities, did deeper understanding and analyzed the knowledge as it stated in the first question. They usually analyzed the questions, comprehend the text, and tried to detect the problems in the questions first before ending up with the answers. Consequently, they do it very carefully. In other words, they know how to solve problems

in questions and answer sessions. Therefore, not all students can analyze the material given by the teacher nor try to determine the knowledge given to other sources. This condition might happen because students' conditions in learning English vary exactly from one to another. Some of them were following additional English courses outside school, and some of them were doing self- study by watching videos, movies, or dramas, comprehending books and trying to understand English lessons by themselves.

Second, behavior aspects of attitude in questions 5 to 8. It was found that high school students showed a positive attitude before learning, they did several preparations and showed their readiness in learning by comprehending the material firstly, they were also preparing all the learning stuff. Most of them were confident to speak in front of others, but only some of them were creative in creating English work. However, they always evaluate and assess how far their understanding in English is, and validate whether they are already capable enough in English or not. Majority of students were confident to speak without thinking over or refusing the chances, although some of them were nervous but they were not afraid of making mistakes. However, the majority of students were quite passive in creating or making an English work.

Third, students showed positive reactions toward English lessons and their teachers. They were receiving and responding to the teachers by focusing on learn, paying attention. They actively participate in class by asking questions regularly related to the material, and responding to teachers' questions. They appreciated teachers by showing their eagerness to know the meaning of what the teacher speaks and showed respect and good attitudes. In addition, the majority of students prefer listening and speaking skills, while only a small number with reading and writing skills. Consequently, students hope that teachers can deliver the material clearly so students can understand it easily. They also request enjoyable and interactive learning activities such as more speaking activities, practical reading, more English quizzes and games, presentations, watching English videos, and writing activities. In other words, high school students' have a positive attitude in terms of cognitive, behavior, and emotional aspects. It supported by Zulfikar et al., (2019) stated that the attitude of cognitive aspects is influenced by students' language level. For instance, when students acquire good language skills, they tend to like English better. Thus, it encourages them to improve their English language skills and engage with the learning process effectively. In addition, the majority of high school students have positive behavior although some were passive in class and it might happen, they are not used to speaking activities. It was in line with Darmawan, Rusman, Wahyudin, Ali (2018), majority of high school graduates were not able to communicate intelligibly in English. Thus students might be preferred to dominantly use their mother tongue due to lack of opportunity to actually practice speaking English in the classroom and socialize outside the classroom (Nur and Madkur, 2014). Importantly, students are indeed interested in learning English, and they have a positive attitude toward their teachers in school. Feng and Chen (2009) highlighted that learning language is influenced by emotional factors. Students will be more engaged and better if they are taught by effective teachers. Consequently, the teachers play essential role in improving students' success in their study. Last but not least, all these interpretations indicate where 30 high school students in this are still involving themselves in the activities of receiving, responding, appreciating, practicing, remembering, understanding, analyzing, evaluating, observing, questioning, exploring, while applying, creating, characterizing, presenting are not.

Conclusion

Based on the findings above, it can be concluded that the majority of participants have shown positive attitudes in cognitive aspects while acquiring English knowledge, preparing everything to show their readiness before learning, and respecting teachers'. However in some cases, some of them are not significantly active in class. In emotional components, they are eager in cultivating English but majority of them prefer speaking and listening, reading, while writing is the last option. They expect teachers can deliver the English material more clearly, and add more interactive learning activities. The result of this research cannot illustrate for far students have positive attitude in the implementation of English lessons done by their teacher, however it can give an overview on the variety of students' attitude during the implementation which significantly helps teachers to develop the learning process and strengthen the objectives. In addition, this research instrument can be used by teachers.

Recommendations

Therefore, it is important for teachers to regularly track their students' attitude at least two times in one semester in order to identify whether they have problems in learning English so it affects their involvement in classroom activities. The teacher can also adapt the question above and directly ask students individually to obtain specific information about students' attitude. Moreover, teachers should also build a connection and positive attitude to make students be open with their attitude.

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